WESTERN SYDNEY REGION
SCHOOL-TO-WORK; CREATING FUTURE PATHWAYS.
This matrix will NOT to be used as an accountability tool.

	Key Result Area 1: Planning Transition Pathways		
	Vocational Learning	Career and Transition Support	Community and business support
Excelling	* Students actively engage in enterprise learning strategies that are explicit across all key learning areas. * School staff are actively engaged in mentoring students whilst they are confidently self managing their career plans. .	* Students achieve effective transition to post school destinations. * School has implemented creative initiatives to provide transition support for the full range of students. * Each student's transition through and from school to further education, training and employment is planned, supported, monitored and recorded. * Students confidently utilise the internet to enhance their career plans	* School has strong links with the local business community and support agencies in a variety of educational activities which are scheduled annually and are an integral component of the school management plan. * School has strong links with external transition agencies.
Consolidating	* Explicit incorporation of Vocations across all KLAs. * Enterprising students are provided with opportunities to explore creative work options and business ideas. * KLA's involve students in enterprising activities and career	* Students report confidence in accessing career support services & in managing their transition from school. * School utilises the student survey as a tool to support individual students career counselling. * Student's transition through school is	* Links and relationships with local businesses are consolidated with regular events scheduled that utilise expertise available. * Students are involved in a variety of activities linking school with business and the wider school community.

	paths are explored and made explicit	planned, monitored and recorded. * All students receive individual career counselling and are informed about and are familiar with transition pathway options.	
Establishing	* KLA program are linked to careers utilising subject content. * KLA program utilise ICT to enhance student investigation of transition planning.	* Students have appropriate transition/exit plans including a resume and skills for exploring career options and pathways. *students actively seek out the careers adviser for guidance but also utilise other members of staff * School strategic plan supports the transition of all students by providing programs that support targeted equity groups and respects the cultural values of the community	* Connections with industry are established and industry representatives are used through organised events such as mock interviews and ABW
Developing	* Students are aware of the skills related to employment but are unable to articulate them in their own career planning.	* Students are informed about transition pathways and student at risk are offered individual education and training plans. * Students have the skills to compile a resume and identify their skills and abilities * Students are aware of the capacity of ICT to support their career research and planning but are not fully competent or confident in utilizing the resources for this purpose.	* The school invites guest speakers from industry through the careers adviser only.

	Key Result Area 2: Exploring Career Futures		
	Vocational Learning	Career and Transition Support	Community and business support
Excelling	* Students are able to articulate their career plans and relate them to program outcomes. * KLA teachers are confident in the use of ICT to assist students in the exploration of career options within their subject area * Students confidently demonstrate enterprising skills and attributes	* Students are competent in using on-line career information systems (eg.*myfuture*) to test and assess their career plans * School has close community links that inform the school community of local career and training opportunities * The careers adviser has resources & facilities that ensure career counselling & vocational learning support is underpinned with the most current, relevant and accurate information that is available.	* Students participate in workplace learning programs that provide opportunities to test their career plans * Students are work ready prior to leaving school * Students from culturally diverse backgrounds and equity groups are provided with tailored workplace learning opportunities
Consolidating	* Vocational learning throughout the whole school curriculum imbeds authentic learning by providing real or simulated work based and community based learning experiences. * Students have the skills and means to capture and analyse career information that assists their career decision making	* Students confidently access a range of current career information sources to inform their career planning * Students can access and confidently use all aspects of the myfuture.edu.au career information service to access career and course information * All students have access to structured workplace learning programs that complements their personal career development	* School practices and structures are sufficiently flexible to complement work and community based learning

		plan.	
Establishing	* Some curriculum areas provide work based and community based learning experiences to achieve curriculum outcomes.	* Students are aware of and can competently access on-line job vacancy websites * Students are encouraged to test their career ideas through workplace learning activities	* School develops community partnerships that will inform students and parents/care givers of current labour market trends and employment and training opportunities. * Targeted students participate in structured workplace learning programs
Developing	* Class visits to work sites are provided to some students to support career development and curriculum outcomes.	* Some students seek out the careers adviser for career information and guidance	* Workplace learning is offered and some students participate. * Appropriate people and organizations in the local community who are able to assist in the delivery of careers related information, guidance and counselling are identified and engaged

	Key Result Area 3: Strengthening Student Outcomes through Vocational Learning		
	Vocational Learning	Career and Transition Support	Community and business support
Excelling	* School staff implements and review appropriate vocational and enterprising learning pedagogy through the provision of collaborative planning and professional development. * Students experience curriculum delivery in a range of authentic/work simulated contexts in line with the NSW Quality Teaching Model * Enterprise programs are student negotiated, planned, cross-curricula and meet curriculum outcomes * School utilizes the Student Survey as one of the tools used to identify appropriate curriculum that supports student career development.	* School has a consistent & integrated process to develop students ability to self-manage their acquisition and recording of employment related skills * All students are engaged in recording their employment related skills acquisition in school and community life.	* The whole school community value the *Employment Related Skills Logbook* as a portfolio of student's employment related skills acquisition
Consolidating	* School staff imbed vocational learning into all curriculum programs * Students can articulate how they demonstrate employment related skills and personal attributes * Student logbooks provide the evidence of employment related skills acquisition for assessment and reporting. * School strategic plan supports all students by providing career development programs that support	* Students routinely record how they demonstrate their employment related skills * Student's analyse their records in the *Employment Related Skills Logbook* to develop their education, training and career plans. * Student's use the Logbook to store evidence of their achievements and are engaged in developing an e-portfolio.	*Community and business members actively work with KLAs to strengthen vocational learning * School articulates vocational learning achievements in regular correspondence with its community

	targeted equity groups and respects the cultural values of the community		
Establishing	* Some curriculum areas are imbedding vocational and enterprising learning to meet curriculum outcomes. * Students use the Employment Related Skills Logbook to record employment related skills acquisition in their school and community life. * Students and staff are conversant with the employment related skills * School staff understand the value of imbedding vocational and enterprise learning into curriculum delivery	* Some school staff have imbedded student recording of employment related skills in support of curriculum outcomes. * All students have access to their own personal *Employment Related Skills Logbook*	* Parents are well informed of the purpose and intended outcomes from student use of the *Employment Related Skills Logbook*
Developing	* School staff access professional development to provide appropriate pedagogy that imbeds and records vocational and enterprising learning. * School organization is in place to encourage staff to support students recording their employment related skills.	* Students recognise employment related skills but are not able to transfer these skills between KLA subject content	* KLAs recognise the value of expertise in their community and are developing strategies to utilise this expertise in program delivery.

	Key Result Area 4: Building Networks and Connections		
	Vocational Learning	Career and Transition Support	Community and business support
Excelling	KLA Teachers confidently engage local business and school community in further developing quality training programs. Student leadership activities are valued and students' skills are related to vocational learning. * Students have the knowledge and skills to build and maintain personal and peer networks to support their career planning	* Students have the knowledge and skills to access all appropriate support networks and resources that are available to them	* Parents/caregivers have the information to actively engage in supporting their child's career self-management * Parents/caregivers are involved in a range of school-based programs and activities that support student career development (eg. logbook entries) * School partners actively seek further opportunities to support authentic learning experiences for students * School partners actively seek reciprocal support from school to be informed about recruitment and employment strategies and to offer employment/training opportunities. * School is informed through regular dialogue with business, parents and community groups about the labour market and local employment and training opportunities.
Consolidating	* Industry, community and parent partnerships provide authentic learning environments for student learning across all KLAs.	* School links with agencies and community organizations supports the promotion and provision of a comprehensive	* Parent/caregivers, community and industry have developed a good two way communication with the school in providing students with career

	* School faculty and whole school systematic approach to designing authentic learning experiences for students with support of school partners. * School curriculum utilizes external and internal partners to develop student's skills, knowledge and understanding of the value of networks and connections in developing and executing their career plans.	career support service to students. * Students recognise the value of building and recognise the range of networks.	information, career education and vocational & enterprise learning opportunities.
Establishing	* School strategic plan incorporates a clear direction for developing external partners where a reciprocal benefit is gained through informing teachers, students and parents about current labour market trends and employment and training opportunities. * Individual teachers initiate partnerships with parents and the community to support curriculum outcomes	* Students are participating in a well developed school workplace learning program supported by a willing community.	* School enlists the support of community in volunteer and mentor programs.
Developing	* Students and teachers are developing their own networks and connections independently of a school strategic plan. * Students are aware of and utilize some readily accessible networks and resources.		* Students participate in workplace learning program on request or from referral. * Parents/caregivers and the community are informed of career oriented information through school newsletters and school handouts.